

# **PSYC\*7994, Course Outline: Fall 2017, Winter 2018**

## **General Information**

**Course Title:** PSYC\*7994 Cognitive Behaviour Therapy Practicum

**Course Description:**

This course is intended to foster clinical psychology graduate student training in cognitive behaviour therapy (CBT) and will include didactic and experiential components. Students will gain competency with the theory and practice of CBT for child and adolescent mental health challenges, gain facility with treatment manuals and undertake at least two ongoing therapy cases with a CBT approach.

**Credit Weight:** 1.0

**Academic Department (or campus):** Psychology

**Semester Offering:** Fall 2018 and Winter 2019

**Class Schedule and Location:** Wednesdays 8:30-11:20; MINS 128

## **Instructor Information**

**Instructor Name:** Kristel Thomassin, Ph.D., C.Psych.

**Instructor Email:** Kristel.Thomassin@uoguelph.ca

**Office location and office hours:** MCKN EXT 3016; office hours by appointment only

## **TA Information**

**Instructor Name:** TBA

**Instructor Email:** TBA

**Office location and office hours:** office hours by appointment only

## **Course Content**

**Specific Learning Outcomes:**

Upon successful completion of the course, students will be able to:

1. Explain cognitive and behavioural models pertinent to children and adolescents and the research that supports them.
2. Explain commonly used techniques and procedures of CBT.

3. Develop case formulations concerning individual patients using a cognitive-behavioural framework.
4. Demonstrate proficiency in the use of behavioral techniques including behavioral activation, activity scheduling, graded task assignment, graded exposure, and relaxation training.
5. Demonstrate proficiency in the use of cognitive techniques including thought records and other means to challenge distorted thinking.
6. Demonstrate novice competency in the treatment of child and adolescent clients using cognitive-behaviour therapy by working with 2 clients over the academic year. This includes: collaborative empiricism, psychoeducation, session structuring, challenging negative thinking, self-instruction, Socratic method, homework assignment and therapeutic alliance in video-recorded sessions.
7. Identify key ethical considerations associated with the use of cognitive-behaviour therapy and psychotherapy more generally with children and adolescents.
8. Demonstrate professional and ethical behavior when working with children and adolescents in a therapeutic context.
9. Engage in ways to prepare and benefit most from clinical supervision of therapy.

**Lecture Content:**

The above learning outcomes will be met through the structure of the course. Specifically, students will meet weekly for didactic components and group clinical supervision over the Fall and Winter semesters. Once oriented to CBT, students will meet individually with their clients at the in-house clinic associated with the clinical program. Students will normally have approximately 1 hour a week (per client) of therapy delivery associated with the course. Students will meet with their instructor and teaching assistant on alternate weeks (biweekly) for individual supervision to discuss their video-taped therapy sessions, session notes and to plan for ongoing therapy.

**Course Assignments and Tests:**

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Clinical competence	Weekly (informal) End of Fall, end of Winter (formal)	30%	1-6, 7-9
Participation	Weekly	20%	1, 2, 7, 9
Client documentation (eg, session/contact notes, initial treatment plan, final report)	Weekly	20%	3

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Tape viewing and supervision notes	Weekly	15%	9
Case presentation	March - April	15%	1, 2, 4, 5

**Additional Notes (if required):**

1. Video Evaluation of Clinical Competencies: All client sessions will be video-taped and evaluated for clinical competency and treatment adherence by the instructor or teaching assistant. Feedback will be provided on a regular basis during individual and group supervision. More formalized evaluations will occur at mid-term and end of term.
2. Participation: Students are expected to come to class prepared by completing assigned readings for the discussion of CBT theory and practice (when applicable). Students are also expected to come prepared to supervision to discuss their case(s).
  - a) *Presentations/Discussion*: Presentations and discussions will be interspersed throughout the course and will cover a range of key topics related to evidence-based assessment, case conceptualization, and treatment. Additional topics such as cultural competence, ethics, and CPO guidelines will consistently be incorporated into our discussions.
  - b) *Workshops*: Workshops are hands-on activities on specific topics or therapy techniques. Workshops will involve discussion, modelling of skills, and practice role-plays. These are meant to prepare you for your therapy sessions with actual clients by offering an opportunity to familiarize yourself with the specific approaches you will be using.
3. Client Documentation: Students are expected to hone their skills writing concise, accurate and useful session notes to document their clinical work. Documentation will also include assessment, conceptualization, and treatment planning reports as well as final reports.
4. Tape Viewing Log and Supervision Notes: Students are expected to come prepared to supervision to discuss their own growth and development as therapists with additional notes outlining their personal process with delivering CBT, reactions to clients, inferences about clients that do not belong in session notes and general success and challenges as novice therapists. To accomplish this, students will regularly watch their session recordings and identify discussion points (e.g., areas of strength/challenge, questions, reactions).
5. Case Presentation: During the Winter semester, students will provide a case presentation about one of their cases. Students are expected to prepare this presentation with a thoughtful and unique lens (i.e., not just a start-to-finish recounting of the course of treatment).

**Final examination date and time:** NA

**Final exam weighting:** NA

## **Course Resources**

**Required Texts:** None

**Recommended Texts:**

Bannink, Fredrike (2012). *Practicing Positive CBT*. John Wiley & Sons: West Sussex, UK

Friedberg, R. D., & McClure, J. M. (2002). *Clinical Practice of Cognitive Therapy with Children and Adolescents: The Nuts and Bolts*. Guilford Press: New York.

**Other Resources:**

Chorpita, B. F., & Weisz, J. R. (2009). *MATCH-ADTC: Modular approach to therapy for children with anxiety, depression, trauma, or conduct problems*. PracticeWise.

## **Course Policies**

### **Grading Policies**

This course is not graded but rather a SAT/UNSAT grade will be assigned at the end of the Winter semester. Students will receive regular written and oral feedback about their performance in the course with respect to competencies that need to be demonstrated. All components of the course are to be completed with sufficient competency to earn a SAT or satisfactory rating.

[Graduate Grade interpretation](#)

### **University Policies**

#### **Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Grounds for Academic Consideration](#)

#### **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and

students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the [Graduate Calendar](#):

### **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email [accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca) or the [Student Accessibility Services Website](#)

### **Course Evaluation Information**

Please refer to the [Course and Instructor Evaluation Website](#) .

### **Drop date**

The last date to drop one-semester courses, without academic penalty, is Friday, January 11<sup>th</sup>, 2019. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).  
[Current Graduate Calendar](#)